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ABSTRACT

This report analyzes the performance of Los Angeles Unified School District (LAUSD) students on the 1988-89 Scholastic Aptitude Test (SAT) and compares it to performance on the Test of Standard Written English (TSWE), and to state and national samples. The following findings are presented: (1) 10,775 LAUSD students took the SAT; (2) the mean total SAT score for LAUSD students was 817, compared with 906 for the state sample and 903 for the national sample; (3) the mean scores of LAUSD students on both the reading comprehension and the vocabulary SAT subscales were far lower than those of the state and national samples, and the same pattern emerged for the TSWE; (4) Hispanic American students were underrepresented in the SAT sample, Asian American students were significantly overrepresented, and White students were slightly overrepresented compared to their respective enrollments in grade 12; (5) although it has narrowed in the 1980s, the "ethnic gap" in achievement still exists; (6) the LAUSD sample comprised a higher proportion of at-risk students than the state and national samples; (7) the educational and career aspirations of LAUSD students were similar to those in the state and national samples; and (8) further analyses of individual items and groups of items are needed to identify specific skill deficits for particular student subgroups. Statistical data are presented in nine graphs. A list of two references and eight tables of statistical data are appended. (FMW)

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LAUSD STUDENT PERFORMANCE ON THE 1988-89 SCHOLASTIC APTITUDE TEST: DESCRIPTION AND COMPARATIVE ANALYSIS

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PROGRAM EVALUATION AND ASSESSMENT BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

LAUSD STUDENT PERFORMANCE ON THE 1988-89 SCHOLASTIC APTITUDE TEST: DESCRIPTION AND COMPARATIVE ANALYSIS

PUBLICATION NO. 549

This Report Was Prepared By

Steven Isonio, PhD

Program Evaluation and Assessment Branch
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April 1990

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Table of Contents

	Page
List of Tables, Appendix A	iv
List of Figures	v
Executive Summary	vi
Introduction	1
LAUSD Student Performance on the SAT and Related Measures	2
Comparison with State and National Samples	7
Characteristics of Students Taking the SAT: Local, State, and National Samples	11
Summary and Discussion	21
References	23
Appendix A: Tables	25

List of Tables, Appendix A

Table		Page
A-1	Performance on the SAT: 1988-89 LAUSD, California, and USA Samples	26
A-2	Performance on the SAT Verbal Subscales and the Test of Standard Written English: 1988-89 LAUSD, California, and USA Samples	27
A-3	Mean Verbal, Math, and Total SAT Scores by Ethnicity: 1988-89 LAUSD Sample	28
A-4	Mean Verbal, Math, and Total SAT Scores by Ethnicity: 1988-89 California Sample	29
A-5	Mean Verbal, Math, and Total SAT Scores by Ethnicity: 1988-89 USA Sample	30
A-6	Ethnic Breakdown of LAUSD Students Taking the SAT, and 12th-Grade Enrollment: 1984-85 and 1988-89 Testing Years	31
A-7	Intended College Degree Level for Students Taking the SAT: 1988-89 LAUSD, California, and USA Samples	32
A-8	Intended College Major for Students Taking the SAT: 1988-89 LAUSD, California, and USA Samples	33

List of Figures

Figure		Page
1	Mean Verbal and Math SAT Scores: 1988-89 LAUSD, California, and USA Samples	4
2	Mean Verbal and Math SAT Scores by Ethnicity: 1988-89 LAUSD Sample	6
3	Mean Verbal and Math SAT Scores by Ethnicity: 1988-89 California Sample	9
4	Mean Verbal and Math SAT Scores by Ethnicity: 1988-89 USA Sample	10
5	Academic Background of SAT Takers: 1988-89 LAUSD, California, and USA Samples	13
6	Parents' Characteristics of SAT Takers: 1988-89 LAUSD, California, and USA Samples	14
7	Ethnic Composition of LAUSD, California, and USA SAT Samples: 1988-89 Testing Year	15
8	Primary Language and Citizenship of SAT Takers: 1988-89 LAUSD, California, and USA Samples	17
9	Ethnic Composition of LAUSD SAT Samples: 1984-85 and 1988-89 Testing Years	19

LAUSD STUDENT PERFORMANCE ON THE 1988-89 SAT: DESCRIPTION AND COMPARATIVE ANALYSIS

Executive Summary

Background

The major component of the Admissions Testing Program of the College Entrance Examination Board is the administration of the Scholastic Aptitude Test (SAT) to college-bound students. In the fall of each year, score reports are available to districts. These score reports are supplemented by information obtained from the Student Descriptive Questionnaire (SDQ) about the sample of test takers. The present report offers a description and comparative analysis of LAUSD performance on the SAT and related measures during the 1988-89 testing year.

Findings

- A total of 10,775 college-bound students in LAUSD took the Scholastic Aptitude Test (SAT) during the 1988-89 testing year.
- The mean total SAT score for these students was 817. This can be contrasted with scores of 906 and 903 for the California and national samples, respectively.
- The mean scores on both the reading comprehension and vocabulary SAT subscales were far lower than those values for the state and national samples. This same pattern emerged for the mean score on the Test of Standard Written English (TSWE).
- The representativeness of Black students in the SAT sample has improved, from 5.8% short of their enrollment in the eligible group in 1984-85 to 1.2% short in 1988-89.

- Hispanic students comprised significantly more of the SAT sample in 1988-89 than they did in 1984-85, but, relative to the increase in their proportion of the 12th grade enrollment, this increase is much less striking.
- Asian students comprised a significantly larger percentage of the SAT sample than they did of the 12th grade enrollment. The proportion of White students in the SAT sample was slightly higher than that in the 12th grade enrollment.
- Although it has narrowed in the 1980s, the "ethnic gap" still exists. Specifically, LAUSD White students scored somewhat higher on the verbal section of the test than did other groups. White and Asian students obtained the highest math scores.
- The LAUSD sample consisted of significantly larger proportions of test takers who exhibit factors that put students "at risk" educationally than did the state and national samples.
- The degree goals and career aspirations of students in the LAUSD sample were similar to those in the state and national samples.
- There is a need to conduct analyses of individual items and groups of items to identify specific skill areas which are lacking in particular subgroups.

Introduction

As a part of its Admissions Testing Program, the College Entrance Examination Board (College Board) administers the Scholastic Aptitude Test (SAT) to college-bound students. The SAT is used by colleges to supplement applications from prospective students, who themselves use the information from their score reports to aid in the search for a college which is best for them. Information about performance on the SAT and associated measures for a particular testing period is distributed to school districts in the fall of the next school year. The performance of LAUSD students on the SAT during the latest testing year (1988-89) is the focus of the present report. In addition, some longitudinal comparisons are made, and differences among LAUSD, state, and national tests takers are presented.

The SAT is a 2 1/2 hour multiple-choice test that consists of a verbal section (vocabulary, verbal reasoning, reading comprehension) and a math section (arithmetic, elementary algebra, geometry). Each section yields scores that can range from 200 to 800. Often, the values from the two sections are summed, resulting in an overall SAT score. Also, two verbal subscores are provided, one for reading comprehension and the other for vocabulary. Both of these subscores are based on a scale of 20 to 80. In addition, the Test of Standard Written English (TSWE), a 30-minute multiple-choice test is administered along with the SAT. It consists of both usage questions and sentence correction questions. The College Board characterizes the TWSE as a test designed to evaluate ability to recognize standard written English, the language of most college textbooks and the one which students will use for writing papers

for college courses. Scores are reported on a scale of 20 to 80, but all scores above 59 are reported as "60+" because the test is unable to make distinctions above that level.

Since the 1985-86 testing year, extensive information from a revised and expanded Student Descriptive Questionnaire (SDQ) has also been gathered and is reported annually by the College Board. Students voluntarily respond to the SDQ at the time they register for the SAT. The SDQ is used to gather information about students' academic preparation and number of years of study in various subject areas, their demographic and socioeconomic characteristics, and their extracurricular activities. In addition, some data about the students' high schools is gathered. This broad set of information allows for a more comprehensive and meaningful interpretation of SAT performance. Typically, over 90% of SAT takers provide some information on the SDQ. Thus, while it may not represent all high school seniors, the SDQ information is representative of the SAT samples.

LAUSD Student Performance on the SAT and Related Measures

A total of 10,775 local college-bound students in LAUSD took the SAT during the 1988-89 testing year. This total is up by more than 11% from the 9,669 who took the test only 4 years ago during the 1984-85 test period. This increase might be at least partly attributable to a District-sponsored SAT preparation program. In addition to increasing the number of SAT test takers, the program is also designed to prepare students to perform at their optimal levels on the test. The classes are held at nearly all senior high school sites on the four Saturdays

immediately preceding a SAT test date. The program, which will accommodate approximately 3,500 students this year, is offered free of charge to all interested students.

The mean score for all LAUSD students who took the SAT during 1988-89 was 817. The 5,042 males who took the test obtained a mean score of 856, whereas the mean value for the 5,733 females was 782. Although this sex difference appeared on both the verbal and math sections of the test, it was most pronounced in the math section. (Given the very large samples involved, and since differences, as a rule, are quite large, tests of statistical significance would not contribute to the interpretation of group differences, and hence are not reported.) Specifically, the mean scores for males and females on the verbal section of the test differed by 19 points (these values were 382 and 363, respectively), whereas their mean scores differed by 55 on the math section of the test (mean scores of 474 for males and 419 for females). This information is presented in Figure 1 and Table A-1. (All tables appear in Appendix A.)

The mean reading comprehension verbal subscores were 38.5 and 36.8, for males and females, respectively. Males obtained a mean score of 38.3 on the vocabulary scale of the verbal section of the test, compared to 36.2 for females. Interestingly, the mean TWSE score for females was 37.7, compared to 37.4 for males (Table A-2). Researchers have now recognized the need to clarify the skills measured by each test, the relationship between these skills, and the implications for the interpretation and use of scores from these tests (e.g., see the comprehensive review by Wilder & Power, 1989). Further complicating the

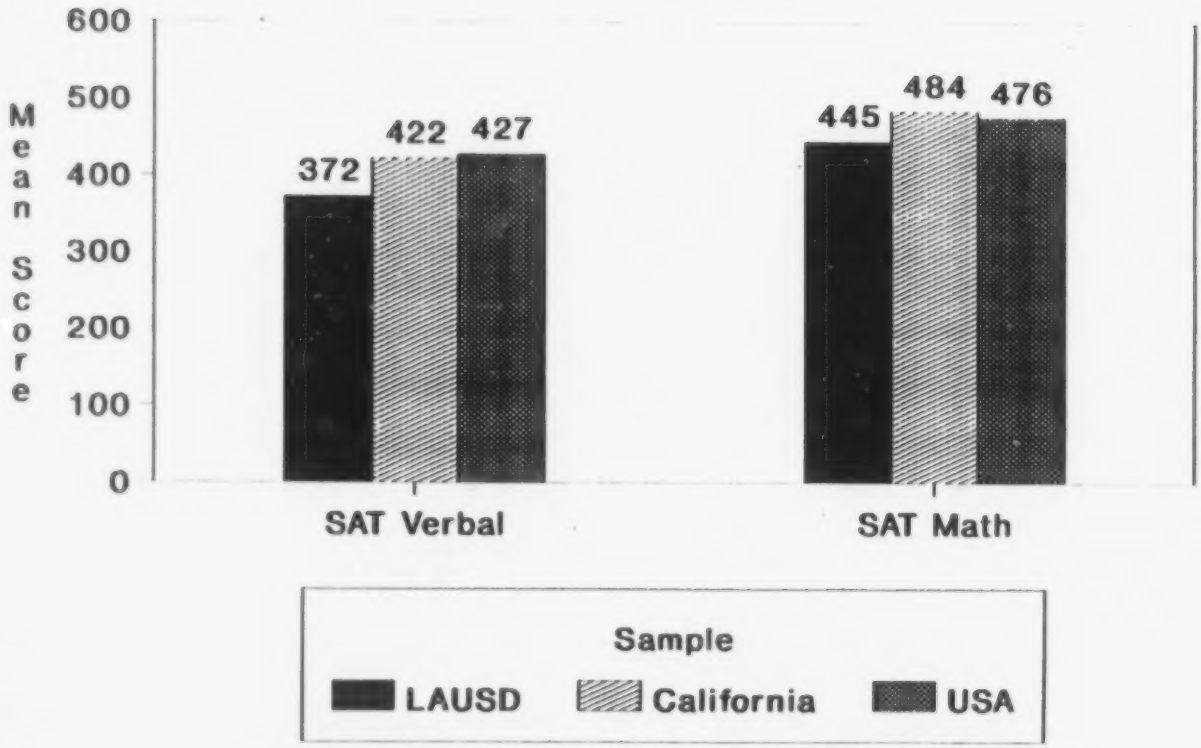

Figure 1. Mean verbal and math SAT scores: 1988-89 LAUSD, California, and USA samples.

issue is the fact that self-reported grade-point averages in English courses were higher for females than for males. In LAUSD, the difference was .16 (3.20 for females compared to 3.04 for males). Comparable differences were seen in the state and national samples, as well. To summarize, males outscored females on the verbal SAT, but females outscored males on the TSWE (writing), and additionally had higher GPAs in English courses.

The gap in performance between each of the ethnic groups is apparent. As shown in Table A-3, the mean verbal SAT score for district White students (444) was somewhat higher than that for any other ethnic group. American Indian/Alaskan Native and Asian students had the next highest verbal scores (means of 378 and 368, respectively). The mean values for Black and Hispanic students were 338 and 334, respectively. For district test takers, the highest mean math score was attained by White students (503), followed by Asian students (495), and then American Indian/Alaskan Native students (439). The mean math score for Hispanic students was 396, while Black students attained a mean score of 375. These differences are also depicted in Figure 2.

While information about interethnic performance differences is useful, some caution must be exercised in its interpretation. These findings are based on group means, and although they do not imply anything about individual scores, there is a possibility that they might be incorrectly interpreted as doing so. Further, potential bias from two forms of self-selection make inferences regarding SAT performance of particular ethnic groups even more tenuous. First, SAT takers who declare their ethnicity on the SDQ may not represent <u>all</u> persons from

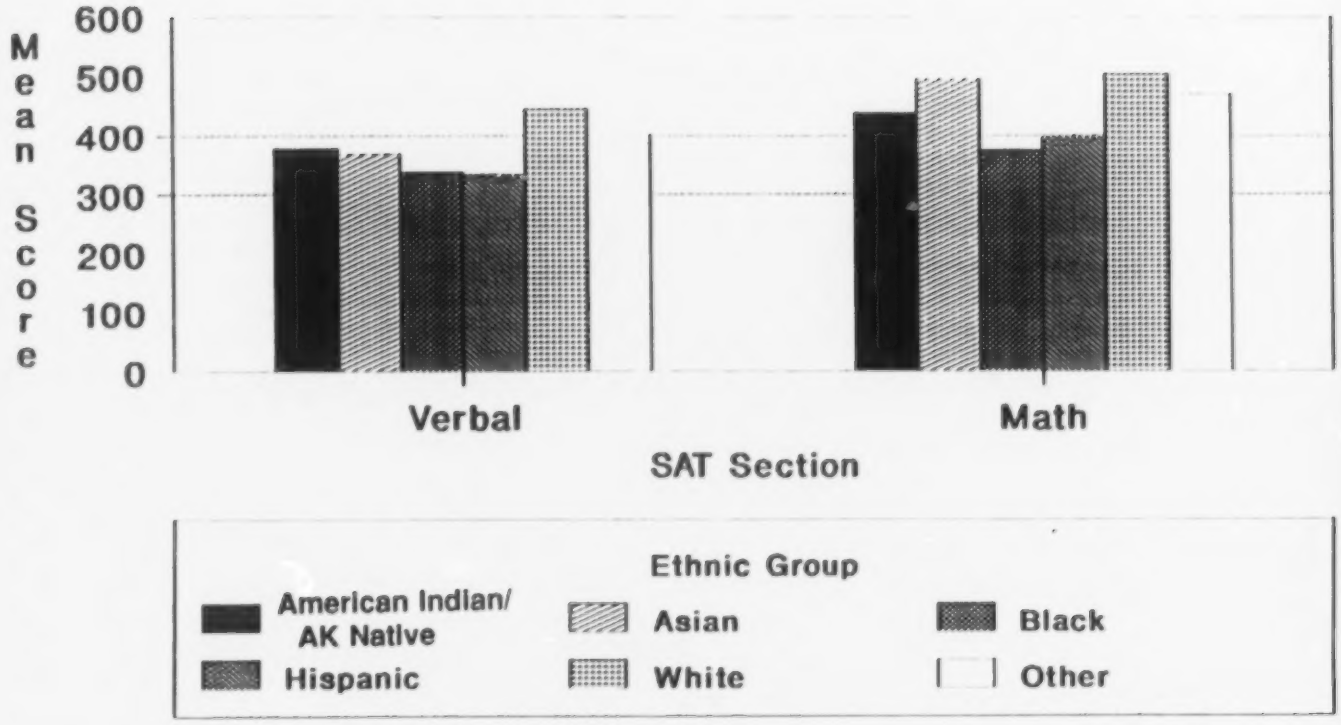

Figure 2. Mean verbal and math SAT scores by ethnicity: 1988-89 LAUSD sample.

that ethnic group who took the SAT. The validity of the assumption of comparability between such declarers and nondeclarers has recently been questioned (Wainer, 1988). Even if this assumption is valid, the decision to take the SAT likely introduces a self-selection bias in that members of a particular ethnic group who choose to take the SAT likely differ from those who decide not to do so. Although these sources of bias threaten the validity of different inferences, they both make conclusions about ethnic group differences or performance trends more difficult.

Comparison With State and National Samples

Clear differences between the performance of local test takers and those in both the California and national samples were apparent. As a group, LAUSD student SAT test takers scored 372 on the verbal portion of the test and 445 on the math portion. In contrast, the 115,552 students who took the test statewide earned mean scores of 422 for verbal and 484 for math. By way of further comparison, mean verbal and math scores were 427 and 476, respectively, for the 1,088,223 persons who took the test nationwide (Table A-1 and Figure 1). The sex difference noted above, namely the higher mean SAT score for males than for females, was present, although less pronounced, in the state and national data. More specifically, the 74-point total SAT difference between the sexes for LAUSD test takers can be contrasted with 62-point and 57-point differences in the same direction in the state and national samples, respectively.

For both verbal subscales of the SAT, LAUSD students and those in the state sample scored notably below the mean obtained in the national sample, although the difference was much greater between the district and national samples. Similarly, the national sample outscored the state sample on the TSWE (means of 42.6 and 42.3, respectively), with the mean of the LAUSD sample falling much below these values (37.5). The typical sex difference (males obtaining higher mean scores than females) occurred for both verbal subtests across each of the three samples. Interestingly, however, females outscored males on the TSWE in each sample (Table A-2).

The pattern of ethnic group differences on the verbal and math sections for the California and USA samples paralleled that described above for the local sample. In the case of the California sample, White students had a mean verbal score of 455, while Asian students scored 392. Hispanic and Black students scored 378 and 363, respectively. For the math section, Asian students obtained the highest mean score (512). The remaining ethnic groups and their mean math scores were White (504), American Indian/Alaskan Native (448), Hispanic (428), and Black (397). This information is depicted in Table A-4 and Figure 3.

In the USA sample, for the verbal section, White students scored 446, and Asian students scored 409, while Hispanic and Black students scored 380 and 351, respectively. In this sample, Asian students had the highest mean on the math section (525). White students scored 491, followed by Hispanic students (427) and Black students (386). This information is depicted in Table A-5 and Figure 4.

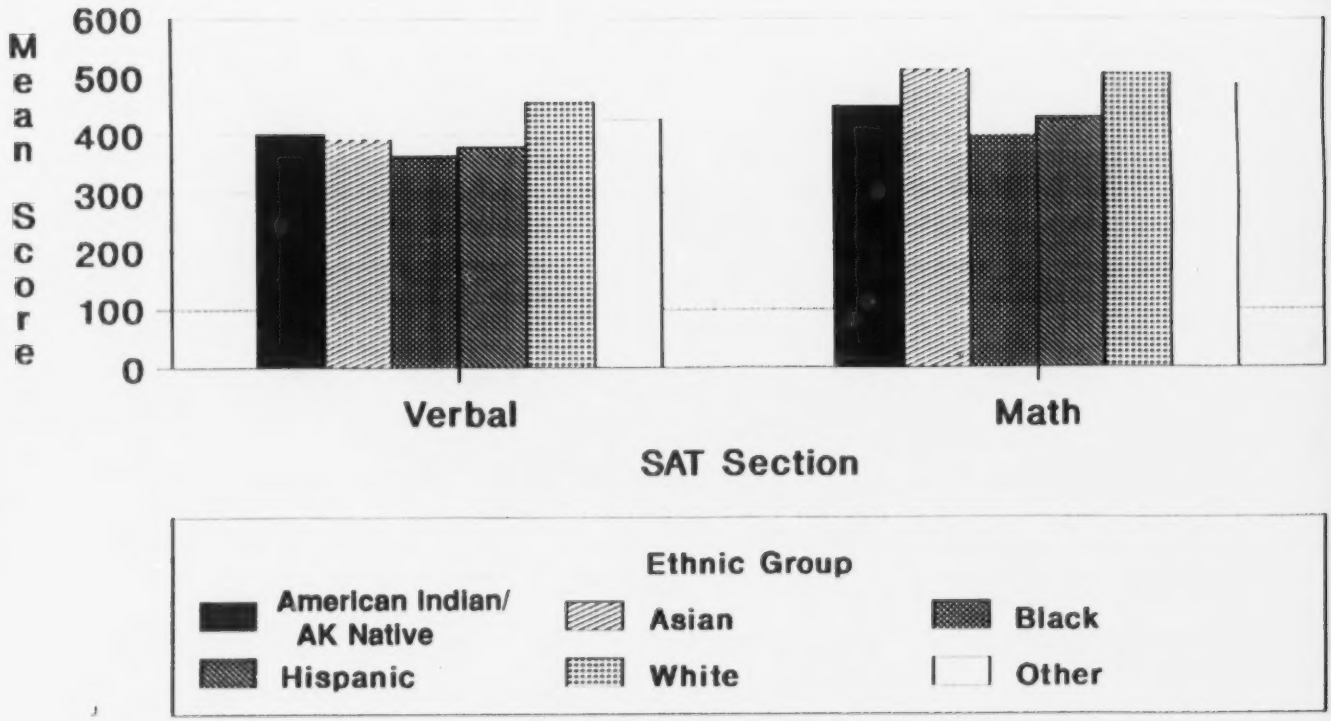

Figure 3. Mean verbal and math SAT scores by ethnicity: 1988-89 California sample.

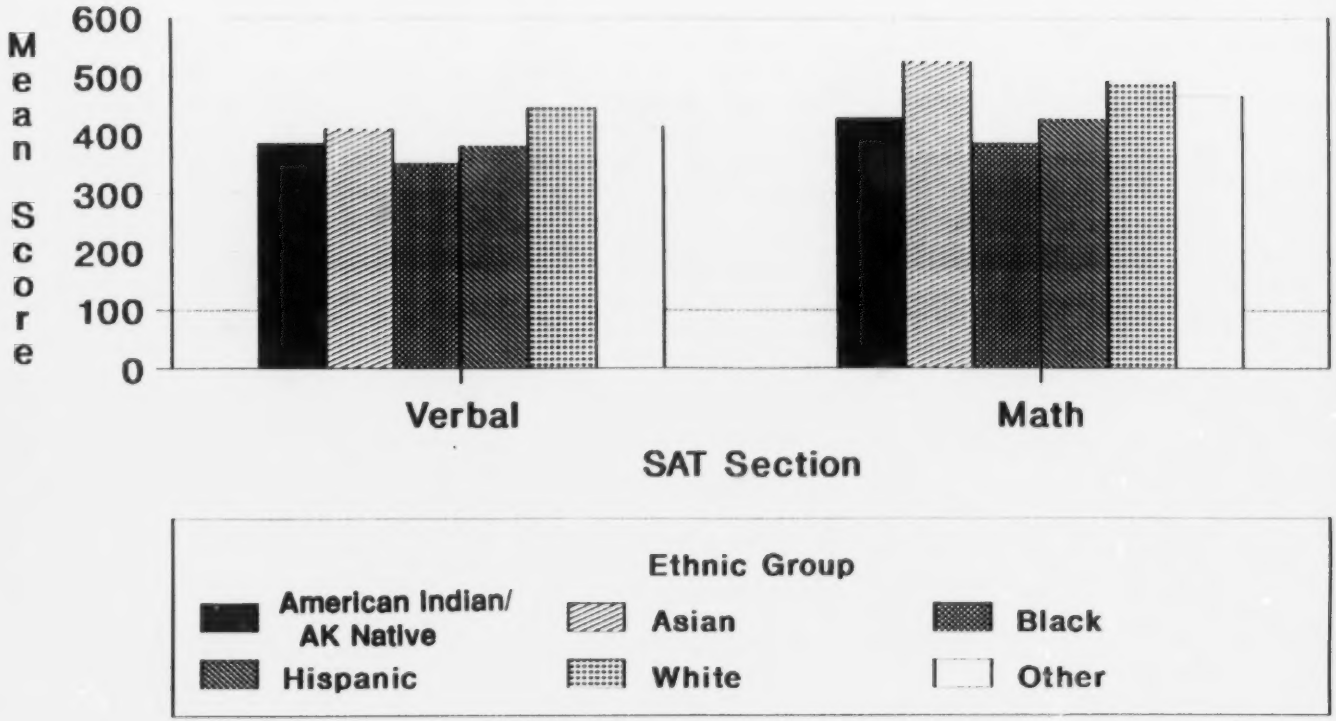

Figure 4. Mean verbal and math SAT scores by ethnicity: 1988-89 USA sample.

Although the ethnic gap remains, it narrowed somewhat during the past decade. At the national level, all ethnic groups showed score increases between the 1978-79 and the 1988-89 testing years. However, mean overall scores of Black students rose nearly 50 points; for both Asian and Hispanic students, the increase was approximately 30 points. The overall mean scores for White students in the latest testing year exceeded that of 10 years ago by 10 points.

Characteristics of Students Taking the SAT: Local, State, and National Samples

The SDQ provides rich information that helps to put SAT scores into proper perspective. The background profile of the LAUSD takers of the 1989 SAT differed notably from that of the statewide and nationwide samples. Clear differences can be seen in academic preparation, socioeconomic indices, and demographic characteristics. However, the samples were quite similar in terms of intended college major and degree aspirations.

Academic Background

Compared to both the statewide and national samples, the LAUSD sample contained a lower proportion of students in each of the following indicators of academic preparation and performance: representation in the top 10% of their class, possessing a cumulative grade point average in the "A" range (3.50 to 4.00), and having a total of 18 or more years of high school study in six key, targeted academic subject areas (English, Mathematics, Social Science and History, Foreign Language, Natural Science, and Music and the Arts). That is, relatively more

students who are less-well prepared were found in the LAUSD sample than in the other samples. This information is depicted graphically in Figure 5.

Socioeconomic Factors

Indicators of socioeconomic status also differentiated LAUSD students who took the SAT from those in the statewide and national samples. As a rule, local students' parents are less educated than those for the other samples. Approximately 20% of the parents of students in the LAUSD sample have not completed high school, compared to only 8% of the statewide sample and 4% of the nationwide sample. Further, a lower percentage of the LAUSD sample parents (41%) have at least a 4-year college degree than those in either the statewide sample (54%) or the national sample (51%). The samples also differed on economic factors. As an example, less than half of the local sample reported parental income of $30,000 or more annually, versus approximately two thirds of each of the state and national samples (Figure 6).

Ethnicity, Primary Language, and Citizenship

Large differences were formed between the three samples in terms of ethnic representation. While 72% of the LAUSD sample is non-White, such students comprised only 45% of the state sample and only 25% of the national sample. The representation of various ethnic groups in these samples is depicted in Figure 7. One half of the LAUSD sample, but less than one third of the state sample and only one sixth of the national sample, reported that their primary language was one other than English, or that they learned both English and another language concurrently.

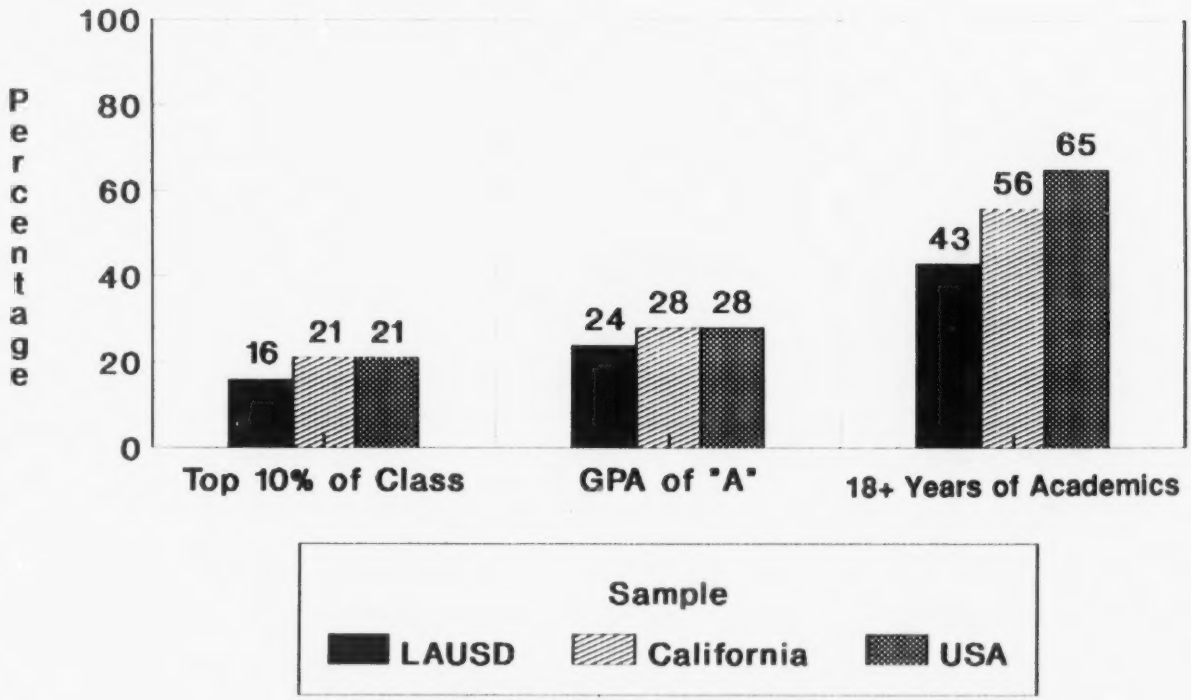

Figure 5. Academic background of SAT takers: 1988-89 LAUSD, California, and USA samples.

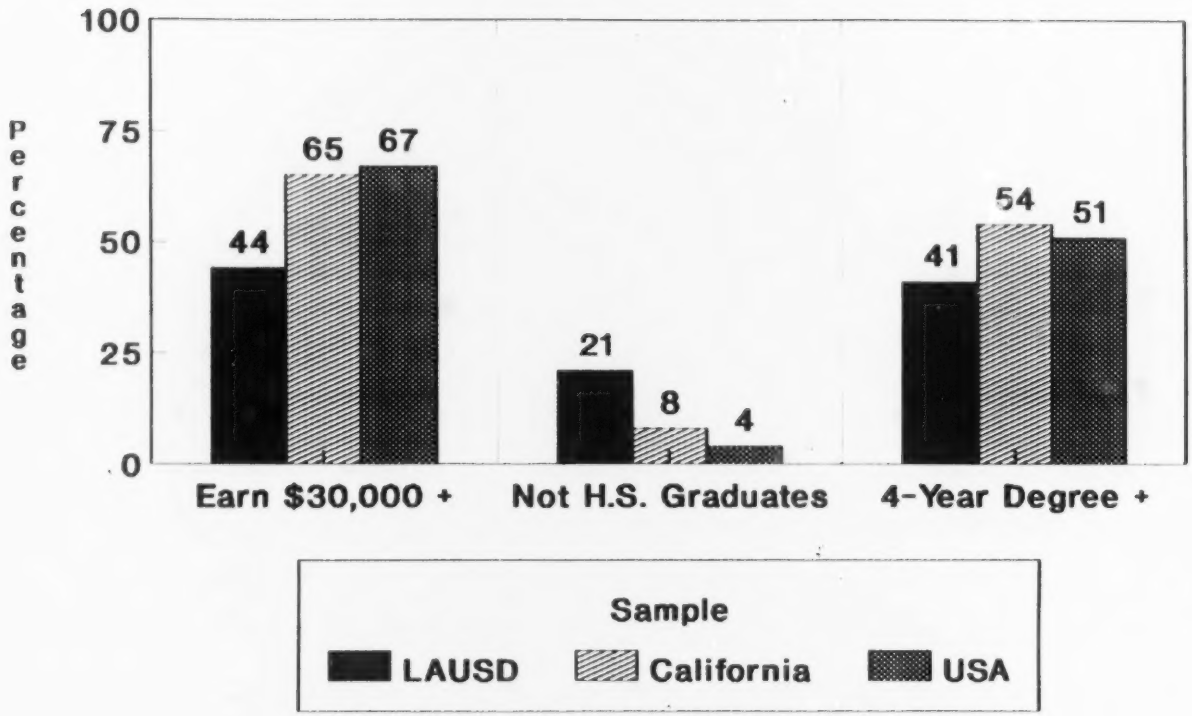

Figure 6. Parents' characteristics of SAT takers: 1988-89 LAUSD, California, and USA samples.

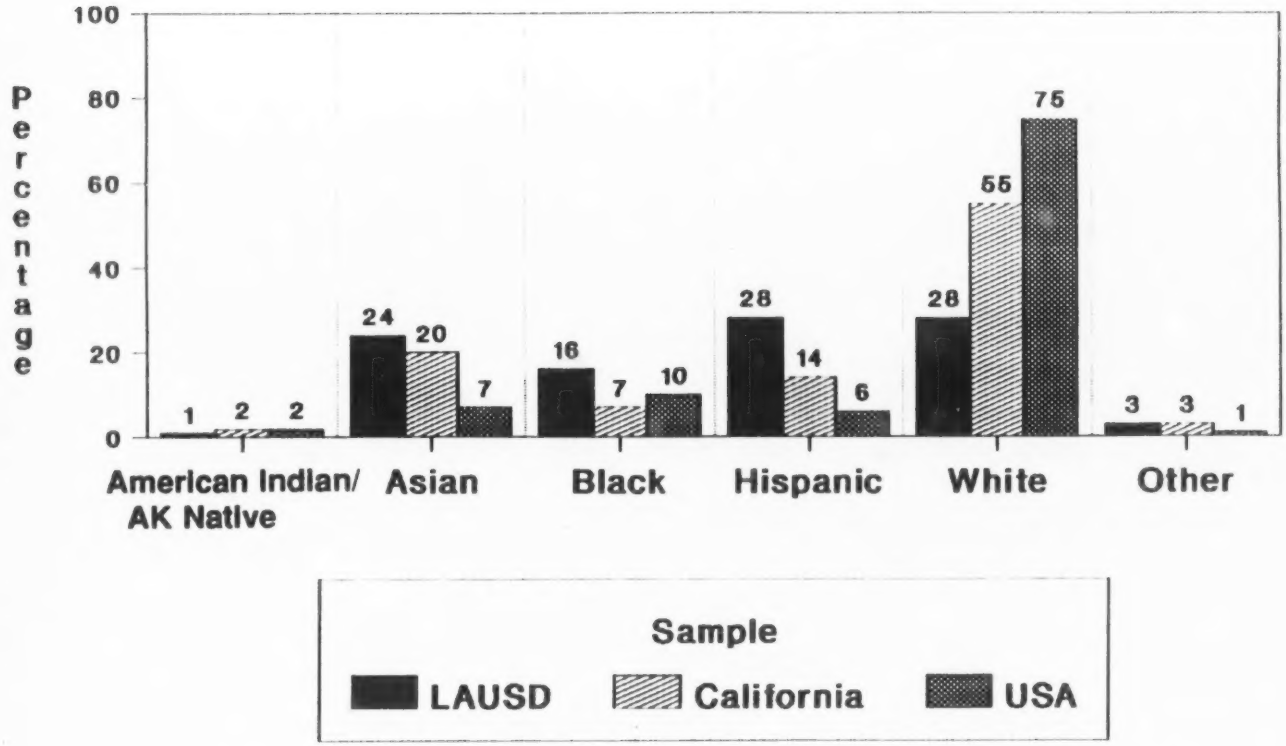

Figure 7. Ethnic composition of LAUSD, California, and USA SAT samples: 1988-89 testing year.

Finally, the LAUSD sample contains a greater proportion of non-U.S. citizens than do each of the state and national samples. This information is depicted in Figure 8.

Table A-6 presents information about LAUSD's SAT takers disaggregated by ethnicity for the 1988-89 testing year. In addition, for comparison purposes, the values for the 1984-85 testing period are included. To properly interpret these figures, they should be viewed relative to the ethnic breakdown of the group of eligible test takers (12th graders). To facilitate this comparison, the difference between an ethnic group's proportion of the SAT-taking group and its proportion of the 12th-grade enrollment is also presented. Positive values indicate a higher representation rate in the SAT group than in the 12th-grade enrollment; negative values indicate a lower representation.

To the extent that the proportion of SAT takers who are members of particular ethnic groups differs from these proportions in the group of eligible test takers, some form of self-selection is operating. Factors that influence the decision whether to take the SAT might vary systematically with ethnicity, and these factors may change over time. An interesting and noteworthy change is taking place in the ethnic composition of the LAUSD sample. The representativeness of Black students has improved, from 5.8% short of their enrollment in the eligible group in 1984-85 to 1.2% short in 1988-89. Hispanic students comprised significantly more of the SAT sample in 1988-89 than they did in 1984-85, but relative to the increase in their proportion of 12th-grade enrollment, this increase is less striking--the change in relative percentage is merely 1.0. In any case, both in absolute and

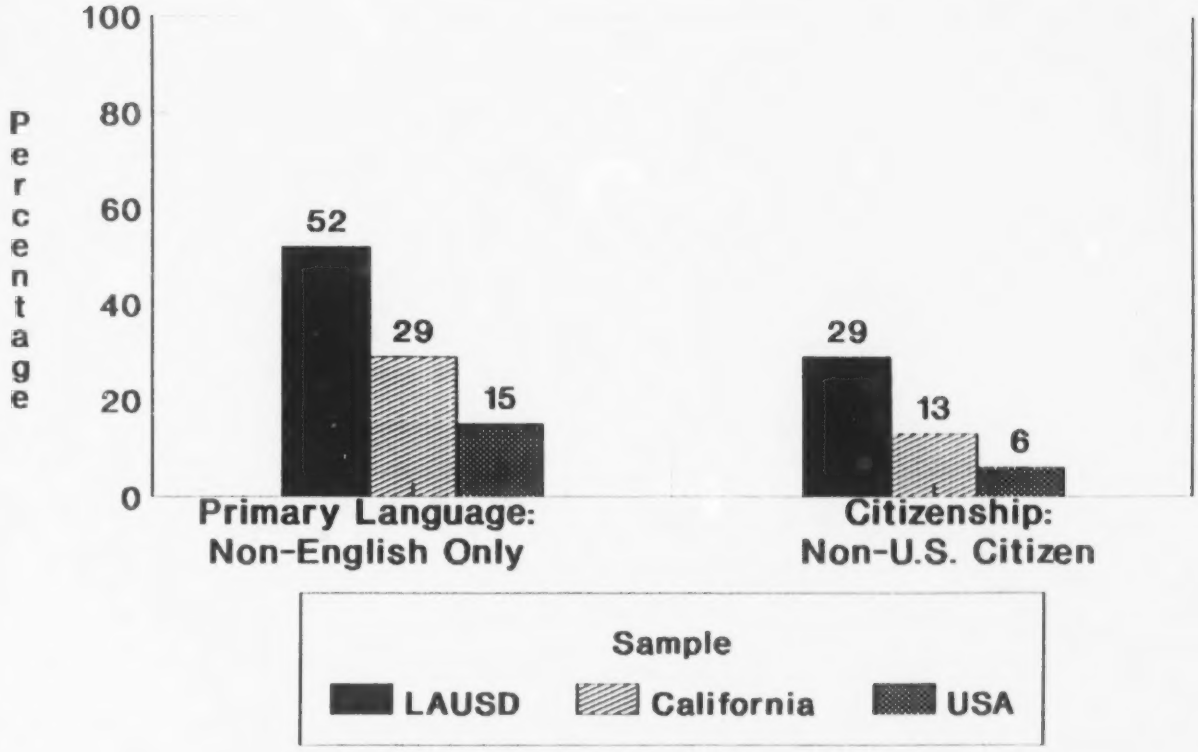

Figure 8. Primary language and citizenship of SAT takers: 1988-89 LAUSD, California, and USA samples.

relative terms, the proportion of minority students taking the SAT has risen in the last 4 years. This is evidence that the effects of the factors responsible for self-selection and hence nonrepresentativeness may be diminishing. These trends are depicted in Figure 9. Similar patterns characterize the California and USA samples.

Aspirations

While the LAUSD sample as a whole differs from the other samples in terms of SAT performance, academic background, socioeconomic factors, and ethnic composition, there were no notable differences among the samples in terms of intended college major and degree-level goal. Table A-7 depicts the top six categories of responses indicated by persons who responded to a question on the SDQ regarding intended college major. For each of the three samples, the greatest proportion of persons indicated an intention to study business/commerce (approximately 22%). Social science and history, health and allied services, and engineering were indicated by the next highest proportion of respondents (ranging from about 10% to 13% of the samples). About 6% of each sample was reportedly undecided about a college major.

The degree-level aspirations of test takers are also quite similar across the three samples. In both the LAUSD and the California sample, the largest proportion of persons intend to attain a master's degree; the goal of the next largest group is to attain a bachelor's degree. In the USA sample, however, the number of persons indicating their intention to earn a bachelor's degree slightly outnumbered those indicating a master's degree as their goal. Approximately one fourth of

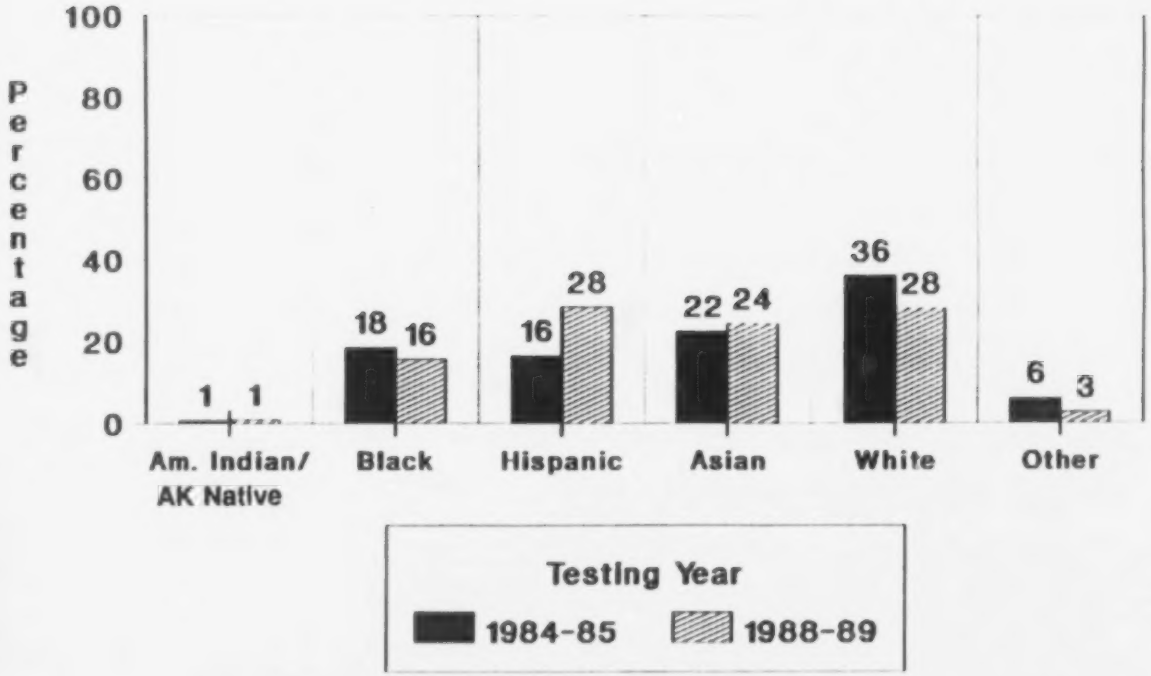

Figure 9. Ethnic composition of LAUSD SAT samples: 1984-85 and 1988-89 testing years.

all test takers aspire to a doctoral (or similar) degree. Thus, there was much similarity among samples in terms of choice of major and of degree aspirations. This information is depicted in Table A-8.

Summary and Discussion

The 1989 mean SAT score for students in the LAUSD was significantly below the values for the statewide and national samples. Although the difference was large for the math subsection, it was particularly large for the verbal portion of the test. Additionally, comparable differences between these samples exist for scores obtained on the TSWE.

A broad context must be considered to properly interpret these data. The College Board specifically cautions against making generalizations based upon SAT scores alone. Academic preparation, academic achievement, primary language, and socioeconomic background are part of a large set of variables that are related in complex ways to scores on achievement tests such as the SAT and the TSWE. Such indicators, often reflecting genuine educational opportunity, are strongly related to performance on these tests. Traditionally, SAT scores climb as family income increases. In addition, students from large urban areas typically score lower than those from smaller cities and suburban settings. Further, children of parents who are relatively more educated typically outperform students whose parents have less education. These relationships appear to receive further support from the 1988-89 data.

In conjunction with the increase in the number of students taking the test, the change in demographic characteristics of the sample of SAT test takers indicates that many more persons from traditionally lower-scoring groups are taking the test, which results in lower overall mean SAT scores. This trend, which is true at both the state and national levels, seems to be particularly true in LAUSD.

The broadening ethnic representativeness of the group of persons taking the SAT, while producing a slight drop in mean score for the total sample, is certainly indicative of a positive trend. Taking the SAT is a concrete step toward achieving educational goals and ultimately fulfilling career aspirations. The task now incumbent upon those responsible for standardized achievement tests is to conduct analyses of test data on ethnically disaggregated data at the level of individual items and small groups of items. Such analyses could point to specific skills which are lacking in particular subgroups, which in turn can be targeted by curriculum planners. In so doing, the value of standardized achievement tests would increase markedly in that such tests would offer both descriptive and prescriptive information.

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Appendix A

Tables

Table A-1

Performance on the SAT: 1988-89 LAUSD, California, and USA Samples

Group and section	Sample		
	LAUSD	State	Nation
Males	(n = 5,042)	(n = 55,312)	(n = 521,229)
Verbal	382	429	434
Math	474	510	500
Total	856	939	934
Females	(n = 5,733)	(n = 60,240)	(n = 566,994)
Verbal	363	416	421
Math	419	461	454
Total	782	877	875
Combined	(n = 10,775)	(n = 115,552)	(n = 1,088,223)
Verbal	372	422	427
Math	445	484	476
Total	817	906	903

Note. The Math and Verbal sections each have possible ranges of 200 to 800. The "total" score is the sum of the two sections.

Table A-2

Performance on the SAT Verbal Subscales and the Test of Standard Written English: 1988-89 LAUSD, California, and USA Samples

Measure	Sex	Sample		
		LAUSD	State	USA
SAT Reading comprehension				
	Male	38.5	43.1	43.5
	Female	36.8	41.9	42.9
	Combined	37.6	42.5	42.9
SAT Vocabulary				
	Male	38.3	43.0	43.6
	Female	36.2	41.5	42.1
	Combined	37.2	42.2	42.8
Test of Standard Written English (TSWE)				
	Male	37.4	41.6	41.9
	Female	37.7	42.8	43.3
	Combined	37.5	42.3	42.6

Note. Both of the SAT verbal subscores, as well as the TSWE, have possible score ranges of 20 to 80.

Table A-3

Mean Verbal, Math, and Total SAT Scores by Ethnicity:

1988-89 LAUSD Sample

Ethnic category	n	%	SAT section		
			Verbal	Math	Total
American Indian/ Alaskan Native	92	1.0	378	439	817
Asian	2,345	24.2	368	495	863
Black	1,501	15.5	338	375	713
Total Hispanic	2,743	28.3	334	396	730
Mexican American	1,767	18.3	336	400	736
Puerto Rican	33	0.4	359	398	757
Other Hispanic	943	9.7	329	388	717
White	2,732	28.2	444	503	947
Other	264	2.7	401	470	871
Total	9,677				

Note. This table does not include data for 1,098 students in the LAUSD sample who did not provide ethnicity information on the SDQ. Persons in the "other" category indicated ethnic categories other than those specified.

Table A-4

Mean Verbal, Math, and Total SAT Scores by Ethnicity:

1988-89 California Sample

Ethnic category	n	%	SAT section		
			Verbal	Math	Total
American Indian/ Alaskan Native	1,892	1.8	401	448	849
Asian	21,268	19.8	392	512	904
Black	7,294	6.8	363	397	760
Total Hispanic	15,566	14.5	378	428	806
Mexican American	10,784	10.0	376	426	802
Puerto Rican	379	0.4	408	449	857
Other Hispanic	4,403	4.1	381	430	811
White	58,851	54.7	455	504	959
Other	2,761	2.6	426	486	912
Total	107,632				

Note. This table does not include data for 7,920 students in the California sample who did not provide ethnicity information on the SDQ. Persons in the "other" category indicated ethnic categories other than those specified.

Table A-5

Mean Verbal, Math, and Total SAT Scores by Ethnicity:

1988-89 USA Sample

Ethnic category	n	%	SAT section		
			Verbal	Math	Total
American Indian/ Alaskan Native	18,005	1.8	384	428	812
Asian	68,254	6.8	409	525	934
Black	96,615	9.6	351	386	737
Total Hispanic	57,864	5.7	380	427	807
Mexican American	25,207	2.5	381	430	811
Puerto Rican	11,415	1.1	360	406	766
Other Hispanic	21,242	2.1	389	436	825
White	752,257	74.7	446	491	937
Other	13,454	1.3	414	467	881
Total	1,006,449				

Note. This table does not include data for 81,774 students in the USA sample who did not provide ethnicity information on the SDQ. Persons in the "other" category indicated ethnic categories other than those specified.

Table A-6

Ethnic Breakdown of LAUSD Students Taking the SAT, and 12th-Grade Enrollment: 1984-85 and 1988-89 Testing Years

Ethnic category	Percentage of SAT takers	Percentage of grade 12 enrollment[a]	Difference
American Indian/ AK Native			
84-85	0.7	0.3	+.4
88-89	1.0	0.3	+.7
Black			
84-85	18.4	24.2	-5.8
88-89	15.5	16.7	-1.2
Hispanic			
84-85	16.4[b]	34.0	-17.6
88-89	28.3	44.9	-16.6
Asian			
84-85	22.4[c]	10.3	+12.1
88-89	24.2	9.3	+14.9
White			
84-85	36.1	31.3	+4.8
88-89	28.2	25.6	+2.6
Pacific Islander			
84-85	n/a	n/a	
88-89	n/a	2.9	
Other			
84-85	6.0	n/a	
88-89	2.7	n/a	

Note. "n/a" indicates that data for this category were not collected this year.

[a]Grade 12 enrollment at beginning of testing year (fall). [b]Included only "Mexican-American" and "Puerto-Rican" groups. [c]SAT label was "Oriental" in 1984-85.

Table A-7

Intended College Degree Level for Students Taking the SAT:

1988-89 LAUSD, California, and USA Samples

Intended degree level	Percentage		
	LAUSD (n = 9,493)	State (n = 105,671)	USA (n = 987,953)
Certificate program	1.6	1.3	1.8
Associate degree	1.7	1.2	2.1
Bachelor's degree	25.0	25.6	29.0
Master's degree	29.4	31.3	27.4
Doctoral/related degree	22.5	21.5	18.2
Other/undecided	19.8	19.0	21.4

Table A-8

Intended College Major for Students Taking the SAT:

1988-89 LAUSD, California, and USA Samples

Most common intended college majors	LAUSD (n = 9,390)	California (n = 105,179)	USA (n = 984,396)
Business/commerce	22.7	21.5	22.3
Social sciences & history	13.2	13.0	12.6
Health & allied services	11.2	11.8	11.5
Engineering	10.4	10.5	10.1
Arts: visual & performing	5.9	6.1	5.7
Undecided	7.0	6.1	5.1